

**TEACHERS' NONVERBAL COMMUNICATION IN EFL CLASSROOM:  
A CASE STUDY AT ONE OF THE PRIVATE  
JUNIOR HIGH SCHOOL  
IN MAKASSAR**

**ABSTRACT**

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The objectives of this research were to find out the types of the teachers' nonverbal communication in EFL classroom, find out the use of teachers' nonverbal communication in EFL classroom, investigate the teacher perceive about nonverbal communication in EFL classroom and the students achievement from the use of teachers' nonverbal communication in EFL classroom. The research was conducted through qualitative research in applying case study method involving online observation, interview and document. The subject of the research consisted of one teacher of SMP Telkom Makassar. The data gathered had been analyzed through data analysis proposed by Miles and Huberman (1994) namely data reduction, data display and conclusion drawing. The result of the research revealed that there were 7 types of nonverbal communication that teacher use in EFL classroom and 5 types of teachers' nonverbal communication in online class. The teacher use hand gesture when teachers explained the material, smiling, approaching the students at their seat to help them, use of eye contact, touch and vocal expression were very contributive on building the positive relationship between teachers and students, creating a good classroom atmosphere and helping students accepting and understanding the lesson better. The finding also show that there were 4 aspects in teachers' perceive about intercultural communication competence namely thought, feeling, opinion, and experiences.

**Keywords:** Teachers' nonverbal communication; Students; EFL Classroom

**INTRODUCTION**

Communication is the act of sharing information in our life. People share their feelings, ideas, thoughts, knowledge and needs. Alfatihi (2006) stated that communication is the process of sending and receiving messages that enable humans to share knowledge, attitudes, and emotions. According to Bunglowala (2015) Communication is the basis of all human contact, which is central to human life. It means that communication is important for human being, because without communication everybody can not share information to the other.

Communication also happens in teaching and learning process, for example teachers explain the material to the students and the students ask the question to the teacher. In this situation, the teachers explain the material by using verbally and use gestures and expression. Teachers should teach communicative as possible in order to make students understand about the material being discussed in teaching and learning process.

Communication is the important thing that makes students and the teacher can connected each other, share and give information, either students to teacher or teachers to students. Pogue and AhYun (2006) state that teachers also should be able to give understandable instruction or explanation to their students, so then students will be easier in understanding the materials or instructions given. According to Arina et.al (2015) there are two categories of communication. The first one is spoken or verbal communication such as face to face, telephone, radio or television and other media. The second is nonverbal communication such as body language, gestures, how we dress or act even our scent. In fact, communication is the combination of verbal and nonverbal transmission of knowledge.

In general, communications consist of verbal and nonverbal that can be understood by the teachers and students. Verbal communication is communication using word either spoken or written to understand the meaning, if the students cannot understand and communicate the meaning in verbal, communication can still be done by using nonverbal communication. According to Xu, et.al, (2009) as cited in Antika (2018) to make the students understand what the teacher using gestures and expression in explaining the materials, it can help the students easier to understand the materials. Gestures and expressions belong to nonverbal communication.

Nonverbal communication is very important because people tend to use more nonverbal communication in sharing their feeling or emotion than verbal ones. Mehrabian (1972) had claimed that 7% of message relating to feelings and attitudes is conveyed through words or verbally and the rest 93 % is conveyed nonverbally. Antika (2018) stated that nonverbal communication can make listeners trust what the speakers talking about and can give opportunity for the speakers to look up audiences that interesting or not with the material. As teacher they should build good communication among the students, teacher should speak clearly to their students. If teacher cannot use nonverbal communication well in learning process, it will cause communication in teaching learning process and the aim of teaching learning cannot be achieved. Moreover, in learning a foreign language nonverbal communication is very helping, because nonverbal communication gives a significant impact on the students' comprehension.

Teaching English in EFL classroom is a complicated phenomenon and vital in classroom activities. Teacher has important roles in the success or failure of the teaching and learning process. In addition, Xiao-yan (2006) stated that in English classrooms, teachers' language is not only the object of the course, but also the medium to achieve the teaching objective. That is why teachers should use nonverbal communication in the EFL classroom. The function in using non-verbal communication is to help students to understand what is being explained by the teacher, Bunglowala (2015). Some of the students with lack of vocabulary also can be helped in understanding a word; a teacher can use several gestures to give a clue to their students to guess a word that is intended to tell to their students. As a conclusion, nonverbal communication can be perceived as an important point to support teacher in teaching English, specifically in EFL classroom

There are some previous researches have been conducted by other researcher. The first previous study by Antika (2018) entitled Teachers' Nonverbal Communication in English Teaching and Learning Process. This research purposes to analyze nonverbal communication types done by teachers in English teaching and learning process. The second research entitled Teachers nonverbal communication in EFL classroom interaction, by Nihla *et,al* (2018). This research purposes to identifying the kinds of nonverbal communication and the functions of the teachers' nonverbal communication and the effect of the teachers' nonverbal communication to the students. Both of these research talk about kinds and function of nonverbal communication.

Nonverbal communication in EFL Clasroom is interisting to be observed because there are many types of nonverbal communication that may be used by teachers or students ij their interaction, there are also many reason why the teachers use nonverbal communication. It also interesting to know how the teachers emerged nonverbal communication in their speaking in the classroom and the impact of the tachers' nonverbal communication for the students speaking performance. The researcher has formulated four research questions as follows:

1. What are the types of nonverbal communication of teacher in EFL classroom?
2. How does the teachers' use nonverbal communication for speaking in EFL classroom?
3. How do the teachers perceives nonverbal communication for students' speaking performance in EFL classroom?
4. What is the impact of the teachers' nonverbal communication on the students' speaking performance in EFL classroom?

## REVIEW OF RELATED LITERATURE

There are some previous findings that related with this research. The First previous research conducted by Hsu (2015) under the title "*The Impact of Perceived Teachers' Nonverbal Immediacy on Students' Motivation for Learning English*". This research nvestigated teachers' nonverbal immediacy behaviors in relation to students' motivation for learning English. The results of the Pearson correlation indicated that teachers' nonverbal immediacy behaviors were correlated positively and significantly with students' motivation for learning English. In addition, multiple regression analyses reveal that five nonverbal behaviors are significant predictors to students' motivation for learning English.

The second previous studies by Karim & Sotoudehnama (2017) under the title "*A Qualitative Study on Teacher's Nonverbal Communication and Iranian EFL Learners' Perception of Language Learning*". This research an attempt to explore this aspect of language teaching qualitatively from the learners' point of view through observation and interview in Iranian context. It was revealed that four main categories of nonverbal communication including: hand gesture, eye-contact, facial expression and tone of voice are used from the most frequently used to the least used respectively.

The third previous studies by Ranta & Harmawati (2017) under the title "*Analyzing Teacher's Instructional And Nonverbal Communication In Efl Classroom*". This research aims to find out the teachers' instructional language, kinds of nonverbal communication and effects in EFL Classroom. The objects of the research were the teacher and students of one primary school in Merauke. The approach employed was qualitative approach. The type of this research applied discourse analysis (DA). Data collection was conducted through observation by recording and interview. Data from observation was used to know the teacher's instructional Language and kinds of nonverbal communication. Interview was used to know the effects of using the teacher's instructional Language and nonverbal communication to the students.

The fourth previous studies by (Antika, 2018) under The Title "*Teachers' Nonverbal Communication In English Teaching And Learning Process*". This research aims to analyze nonverbal communication types done by teachers in English teaching and learning process in SMP Negeri 10 Padang. The result of the research shown that teacher used nonverbal communication types such as Kinesics ;using movement, Vocalics; using voice and intonation, and Proxemics; using distance, however, the teachers did not use Haptics; using touch, in English teaching and learning process. In conclusion, English

teachers had used nonverbal communication types and applied them in teaching and learning process.

The fifth previous studies was conducted the research under the title “*Teachers Nonverbal Communication in EFL Classroom Interaction*” by Nihla *et.al*, (2018). This research focused in to identifying the kinds of nonverbal communication used by the teachers at SMAN 1 Pamboang in teaching English as a foreign language, the functions of the teachers’ nonverbal communication and the effect of the teachers’ nonverbal communication to the students. The results of this research revealed that there were eight kinds of nonverbal communication commonly used by the teachers of SMAN 1 Pamboang. Those were the use of gesture, posture, facial expression, eye contact, touch, vocal expression, distance and clothing. It was found that some of teachers’ nonverbal cues were stand-alone and others were combined with teachers’ verbal messages. Those nonverbal cues were functioned to substitute, complement, accentuate, regulate, repeat and contradict the teachers’ verbal messages. The result of data analysis also showed that there are positive and negative effects of the teachers’ nonverbal communication to the students.

The last previous studies by Sutiayatno (2018) under the title “ *The Effect of Teacher’s Verbal Communication and Non-Verbal Communication on Students’ English Achievement*”. This research aimed to reveal the effects of verbal communication and non-verbal communication on students’ English achievement of Informatics department of STMIK Bina Patria Magelang, Central Java Indonesia.

The results of the research, verbal communication gives a significant positive effect on the students’ English achievement. Non-verbal communication gives a significant positive effect on the students’ English achievement. Both verbal and nonverbal communication together gives a significant effect on the students’ achievement. Based on the conclusion of research result which shows the significant role of verbal communication and nonverbal communication in teaching and learning process, teachers need to maintain and develop effective communication in order to successfully transmit learning materials to students. One alternative to developing it is with a combination of the use of verbal and nonverbal communication.

Referring to the all previous studies above, it can be mentioned that the relationship of this research with previous studies conducted by others researchers is focus in nonverbal communication. The first previous studies focus on nonverbal communication and the impact on students’ motivation and the second previous studies focus on the most frequently used to the least used respectively. The others previous studies focus on the types of nonverbal communication that used by the teachers. Its different from this research, in this

research focus on how teachers emerged nonverbal communication from their speaking and how the teachers perceive nonverbal communication and the impact of nonverbal communication on the students. Teacher has a different behavior in using nonverbal communication.

Teachers' behavior in using nonverbal communication gives an important role in teaching and learning process and every teacher has their own behavior. McCroskey (1995) stated that teachers nonverbal communication plays an important role to make affective learning, because of that the researcher interested to find out the types of nonverbal communication and how the teachers used it to make interactive and affective classroom.

#### **METHOD AND DATA COLLECTION**

This research was qualitative research in nature applying case study design. Through which the researcher focused on in depth study of smaller samples. This research was conducted at SMP Telkom Makassar. The researcher chose one English teacher to find out the types of nonverbal communication that teacher use in EFL classroom. In collecting data, The researcher used online observation on online class to know the types of nonverbal communication that teacher use in EFL classroom. The researcher interviewed the teacher and students to ask them about the perceived of nonverbal communication in EFL classroom.

#### **FINDINGS AND DISCUSSION**

##### **A. The types of nonverbal communication in EFL classroom**

Based on the online observation and interview which had been analyzed by the researcher, the researcher found the teachers' nonverbal communication in EFL classroom as follow:

<b>Item</b>	<b>Checklist</b>
<b>A. Facial Expression</b>	
1. Smiling	√
2. Flat	
3. Seriously	√
4. Angry	√
<b>B. Eye Contact</b>	
1. Winkle	
2. Blinking	
3. Open eye widely	√
4. Staring	√
5. Eyes rolling	√
<b>C. Vocal intonation</b>	
1. Rhythme	√

2. Pitch	√
3. Intensity	√
4. Nasality	
5. Slurring	
<b>D. Touch</b>	
1. Touching students's head	
2. Touching students' hand	√
3. Touching students' shoulder	√
4. Touching students' backbone	√
<b>E. Body Movement and Posture</b>	
1. Hand movement	√
2. Feet movement	√
3. Sit solemnly	√
4. Stand up straightly	√
5. Walking around	√
<b>F. Dress</b>	
1. Uniform	√
2. Accesories	
3. Jawelry	
4. Gadget	
<b>G. Space</b>	
1. Stand up through students less than 1 meter	
2. Stand up through students more than 1 meter	√

**Source: The teachers' interview**

From the table above, it could be seen that thetypes of nonverbal communication that teacher use in EFL classroom are facial expression (smiling,

seriously, and angry). Eye contact (open eye widely, staring, and eyes rolling). Vocal intonation (rhythme, pitch, and intensity). Touch ( touching students' hand, touching students' shoulder, and touching students' backbone). Body movement and posture (hand movement, feet movement, sit solemnly, stand up straightly and walking around). Dress (uniform) and space (stand up through students more than 1 meter).

Item	Checklist
<b>A. Facial Expression</b>	
Smiling	√
Flat	√
Seriously	√
Angry	√
<b>B. Eye Contact</b>	
Winkle	
Blinking	
Open eye widely	√
Staring	
Eyes rolling	
<b>C. Vocal intonation</b>	
Rhythme	√
Pitch	√
Intensity	√
Nasality	
Sluring	
<b>D. Touch</b>	
Touching students's head	
Touching students' hand	
Touching students' shoulder	
Touching students' backbone	
<b>E. Body Movement and Posture</b>	
Hand movement	√



Feet movement	
Sit solemnly	
Stand up straightly	
Walking around	
<b>F. Dress</b>	
Uniform	√
Accessories	
Jawelry	
Gadget	
<b>G. Space</b>	
Stand up through students less than 1 meter	
Stand up through students more than 1 meter	

**Source: The Online Observation**

From the table above, it could be seen that the types of nonverbal communication that teacher use in EFL classroom especially in online class are facial expression (smiling, seriously, flat and angry). Eye contact (open eye widely). Vocal intonation (rhythme, pitch, and intensity). Body movement and posture (hand movement). Dress (uniform).

#### B. The use of teachers' nonverbal communication in EFL classroom

Based on the result of the analysis of the teachers' interview, the teachers' nonverbal communication emerged from EFL classroom found at SMP Telkom Makassar are including ways of nonverbal communication of teacher in EFL classroom. The teacher usually used facial expression when the teacher want to begin the class, if the teachers give greeting to the students they usually smile, it make the students comfortable and the teachers sometime look serious if the teachers give the material and give the questions to the students. But if there are students make a noisy the teacher face change and look angry. If the teacher was angry, they usually use eye contact to the students like directly look into the students with open their eyes widely to ask the students that they have to focus and keep calm. The teacher also use different vocal intonation, it is different if the

teachers is angry or not. Sometimes if teacher angry their voice more louder than usually.

Another situation, if the students work their exercise, the teacher usually walking around the student to check students' work and if the teacher see there is a student cheating they touch students' shoulder to ask them to do not do that. Greenwood (2010) state that Touching is a powerful vehicle for conveying such emotions as warmth, comfort, agreement, approval, reassurance, and physical attraction. Generally, the amount and frequency of touching demonstrate closeness, familiarity, and degree of liking. A lot of touching usually indicates a strong liking for another person. It should be noted that men and women interpret touching differently. Concerns about sexual harassment and sexism have greatly limited the use of touching in the workplace. The teacher sometime doing hand movement like thumb up, clap hand if the students can answer or doing well in teaching and learning process to give the students appreciation.

#### C. The teachers' perceive about nonverbal communication in EFL classroom

The teacher perceive about nonverbal communication in EFL classroom found at SMP Telkom Makassar are including perception of the teacher about nonverbal communication. The teachers' perceptions are divided into four: teachers' thought, teachers' feeling, teachers' opinion and teachers' experiences about intercultural communication competence. It is in line with Garcia (1999) the aspects to know about perceptions are thought, feeling, opinion and experiences.

It is found that the students have positive perception of nonverbal communication. In teachers thought of intercultural communication the researcher found that nonverbal communication is really helpful in teaching and learning process, because the teacher can easily give understanding to students without having to say much based on her experience, the teacher teach the students used nonverbal communication can make naturally closer with the students and find out their problems in teaching and learning process and also easily find the solutions for the students. For example, when the students are difficult to speak in front of the class, the teacher give them motivation and encourage the students by giving the example first while smiling so the students motivated to do the same thing.

#### D. The students' achievement in speaking performance from teachers' nonverbal communication.

Based on the analysis of teachers' interview, most of the students more easily understand the material when the teachers use nonverbal communication while explanation the material to the students, especially in speaking class. It can be seen in table below:

NO	NAMA	ASPEK YANG DINILAI				NILAI
		<i>Pronunciation</i>	<i>Intonation</i>	<i>Fluency</i>	<i>Accuracy</i>	
1	Students 1	3	4	4	3	70
2	Students 2	4	4	4	4	80
3	Students 3	3	4	4	3	70
4	Students 4	5	4	5	4	90
5	Students 5	4	4	3	3	70
6	Students 6	5	4	5	4	90
7	Students 7	5	4	5	4	90
8	Students 8	4	4	3	3	70
9	Students 9	4	4	5	4	85
10	Students 10	4	4	4	4	80
11	Students 11	3	3	3	2	55
12	Students 12	4	4	4	3	75
13	Students 13	5	5	5	4	95
14	Students 14	3	3	3	2	55
15	Students 15	4	4	4	4	80
16	Students 16	4	4	4	3	75
17	Students 17	5	4	5	4	90
18	Students 18	3	3	3	3	60
19	Students 19	3	3	3	3	60
20	Students 20	4	4	4	4	80
21	Students 21	5	5	5	5	100
22	Students 22	5	5	5	5	100
23	Students 23	3	3	3	2	55
24	Students 24	5	5	5	4	95
25	Students 25	5	5	5	5	100
26	Students 26	5	5	4	4	90
27	Students 27	5	4	4	4	85
28	Students 28	5	4	4	3	80

29	Students 29	3	3	3	3	60
30	Students 30	4	4	4	3	75
31	Students 31	4	4	4	4	80
32	Students 32	2	3	1	2	40

## CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher comes to conclusion. They are as follows:

1. The types of nonverbal communication that teachers' used in SMP Telkom Makassar in offline class are facial expression, eye contact, vocal intonation, touch, body movement and posture, dress and space and in online class are facial expression, eye contact, vocal intonation, body movement and posture and dress.
2. The teachers' use nonverbal communication in teaching and learning process such us:
  - a. Facial expression usually uses to express emotions. The expressions tell the attitude of the communicator. In this research the teacher used facial expression such us smiling, seriously, and angry.
  - b. Eye contact. it can be revealed when the teacher was communicating with a student, the teacher made the eye contact and looked at the student's eyes when they was trying to communicate with the student. Here, the teacher used eye contact such us open eye widely, staring and eyes rolling.
  - c. Vocal intonation, the teacher uses more various vocal intonation during the teaching and learning process especially rhyme, pitch, and intensity.
  - d. Touch, the kinds of touch performed by the teachers referred to functional professional category. Both teachers mostly used touch to complement their verbal messages. In this research showed that the teachers touch the students' hand, students' shoulder and students' backbone.
  - e. Body movement and posture, Teacher's body movement and posture can be seen when teacher moved from her table and came to the students closely such us hand movement, feet movement, sit solemnly, stand up straightly and walking around.
  - f. Dress, it was found that both teachers dressed neatly and did not use too much accessories.
  - g. Space, the teachers stand in front of the students more than 1 meter while giving material to the students.

3. Teachers' perceive about nonverbal communication is very helpful in teaching and learning process because can help the teachers to interpret the meaning without talking and nonverbal communication related to someone's psychology. The teachers can naturally closer with the students and find out the students problems in teaching and learning process and also easily find the solutions for the students' problem in EFL classroom.
4. Teachers' nonverbal communication give positive effect to the students' speaking performance such as the students more easily understand the material when the teachers use nonverbal communication while explanation the material to the students, especially in speaking class. Nonverbal communication in classroom can help the teachers' also to more expressive.

### **SUGGESTIONS**

From the findings presented earlier in previous chapter, there some suggestions that can be taken as a consideration for teacher, the students and for the next researcher.

1. For the students, due to the importance of nonverbal communication the students should learnt and know about nonverbal communication and practice the types of nonverbal communication when they speaking so it can make the students more expressive.
2. For the teachers, this research investigates the types of nonverbal communication, teachers' perception about nonverbal communication and the impact for students' speaking performance. The teacher should consider using nonverbal communication that is expected by the students. It is meant to create a better classroom atmosphere for students and to minimize the gap between teachers and students in the process of teaching and learning.
3. For the next researcher who will conduct the current topic, it is suggested to do the research deeper and involved more participants in order to investigate other teachers' nonverbal communication.

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